



State of Rhode Island  
DEPARTMENT OF EDUCATION  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Enclosure 5a5  
December 8, 2020

Angélica Infante-Green  
Commissioner

December 8, 2020

**TO:** Members of the Council on Elementary and Secondary Education

**FROM:** Angélica Infante-Green, Commissioner *A. Infante*

**RE:** **Nuestro Mundo Public Charter School – Proposal for a New Charter**

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In accordance to R.I.G.L. §16-77.3-3, proposals for a new charter require the action of the Council of Elementary and Secondary Education. Further, when considering the overall merits of a proposed charter, R.I.G.L. § 16-77.3-3 requires the Council to place substantial weight on the fiscal impact on the city or town, programmatic impact on the sending school district, and the educational impact on the students in the sending district to ensure that the proposal is economically prudent for the city or town, and academically prudent for the proposed sending school district and for all students in the sending district.

RIDE, in partnership with the external evaluator SchoolWorks, has conducted an in-depth review of the proposed charter, including Nuestro Mundo Public Charter School's (Nuestro Mundo) proposed academic model, public feedback, and the impact that the proposed charter would have on local communities. RIDE has concluded that the proposal submitted by Nuestro Mundo is both academically and economically prudent and will result in high-quality academic opportunities for Rhode Island's students.

The quality of the proposed school program and the potential of the program to guide strong student outcomes determines the recommendation for preliminary approval. Final approval is contingent on completion of all required pre-opening items, which include operational aspects of opening a school, as well as addressing outstanding key concerns from the initial charter review. It is important to note that preliminary approval does not guarantee final approval. While not guaranteed, RIDE anticipates presenting the charter for final approval in the spring of 2021 to open in the fall of 2021.

**RECOMMENDATION: THAT the Council on Elementary and Secondary Education moves to grant preliminary approval to Nuestro Mundo's proposal for a new charter to open in school year 2021-2022; with final approval contingent on the completion of all pre-opening requirements and conditions established by the Rhode Island Department of Education.**

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview and a detailed overview of Nuestro Mundo's proposal
- Summary of the quality evaluation for the proposal
- Nuestro Mundo's Response to the Commissioner's recommendation
- RIDE's local impact analysis (educational, programmatic, and fiscal) for Providence
- Any local impact analyses submitted by the public pertaining to the proposal at hand
- Review of the financial records of the establishing entity, Providence College, and the financial plan for Nuestro Mundo by the Office of the Auditor General

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

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# Nuestro Mundo Public Charter School

## Commissioner's Recommendation & Proposal Overview

### Commissioner's Recommendation: Preliminary Approval

#### Summary of Proposal

Proposed Charter Overview			
Charter Type:	Independent	Year Opening:	2021-22
Location of School:	Providence	Grade Level (At-Scale):	K-8
Enrolling Communities:	Providence	Enrollment (At-Scale):	414

School Mission & Model	
School Mission:	"The mission of Nuestro Mundo is to prepare students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect their learning to the community and with a larger global audience."
School Model:	Nuestro Mundo proposes to open a dual-language K-8 school located in and serving Providence. The program will feature a dual-language immersion program (Spanish-English) with 50% of content being taught in Spanish and 50% of content being taught in English. The curriculum emphasizes interactive, hands-on, project-based learning with an underlying focus on sustainability across disciplines. The school will open in 2021-22 with 138 students in K, 1, and 6, and grow two grades in Years 2 and 3, and one grade in Years 4 and 5, until it reaches a total enrollment of 414 students in grades K-8.

Proposed Enrollment			
Charter Year	School Year	Cohorts	Total Student Enrollment
Year 1	2021-22	K, 1, 6	138
Year 2	2022-23	K, 1, 2, 6, 7	230
Year 3	2023-24	K, 1, 2 & 3, 6, 7, 8	322
Year 4	2024-25	K, 1, 2, 3, 4, 6, 7, 8	368
Year 5 (At-Scale)	2025-26	K-8	414

Overview of Public Comment	
Public Comment Period	September 29, 2020 to December 1, 2020
Public Hearings	Two public hearings were held virtually via Zoom for Nuestro Mundo: 1) October 27, 2020; 2) November 18, 2020
Summary of Received Public Comments	RIDE received 51 spoken and written comments during the public comment period. Of the 51 received public comments, 49 comments (96%) supported the proposal and 2 comments (4%) opposed the proposal.



# Nuestro Mundo Public Charter School

## Commissioner's Recommendation & Proposal Overview

### Commissioner's Recommendation: Preliminary Approval

#### Overview of Commissioner's Recommendation

Summary of Recommendation	
Recommended Action:	<p><b>The Commissioner recommends that the Council on Elementary and Secondary Education move to grant <u>preliminary approval</u> to Nuestro Mundo's proposal. Final approval is contingent on the completion of all pre-opening requirements and conditions established by the Rhode Island Department of Education.</b></p>
Key Recommendation Drivers:	<ul style="list-style-type: none"> <li>As verified by SchoolWorks, an independent, nationally recognized reviewer, the Nuestro Mundo applicant team has provided a proposal with a dual-immersion model that has strong potential to meet the needs of Multilingual Learners.</li> <li>The applicant group demonstrates having garnered strong community support and plans to work with community partners, including Providence College and local organizations.</li> <li>The applicant group describes a clear, mission-aligned educational program that is aligned to national and State standards and will incorporate both personalized and project-based learning. The educational program will focus on bilingualism and biliteracy, environmental education, flexible classrooms, and the use of outdoors to foster curiosity.</li> <li>The applicant group provides a compelling explanation of how the school will support all students, both academically and social-emotionally (e.g., the use of a Positive Behavioral Interventions and Supports [PBIS] system and the Sheltered Instruction Observation Protocol [SIOP]).</li> <li>The applicant group submitted an application to RIDE in 2019 but rescinded prior to the final recommendation. It is evident that the applicant group took the feedback received from the 2019 cycle to improve their application substantially.</li> <li>The application was rated "yes" on 86.4% of the application standards, and "mostly" for 13.6% of the application standards evaluated by SchoolWorks in the quality evaluation.</li> <li><b>Family Demand:</b> For the 2020-21 school year, there were more than 9,000 applications received from students in grades K-8 residing in Providence. Only 682 seats were offered to these applicants. <ul style="list-style-type: none"> <li>Out of all the Providence students in grades K-8 who applied to a charter school in 2020, 7% were offered a charter school seat.</li> <li>At-scale, Nuestro Mundo's enrollment of 414 students represents 1.4% of students enrolled in Providence Public Schools in 2020-21.</li> <li>According to March 2020 charter lottery data, 47% of over 10,000 unique applications for charter school seats were applications from Providence families.</li> </ul> </li> <li>The Commissioner recommends that the Council on Elementary and Secondary Education grant preliminary approval to the Nuestro Mundo proposal. <ul style="list-style-type: none"> <li>Prior to final approval, the Nuestro Mundo applicant group must complete required conditions and all pre-opening deliverables. RIDE anticipates the Nuestro Mundo applicant group to complete all required conditions to open in 2021-22.</li> <li>Preliminary approval enables the applicant group to begin implementation of the proposal while allowing RIDE to both support and hold the applicant group accountable for final approval. Below is a summary of the regulatory and operational requirements for applicant groups to gain final approval.</li> </ul> </li> </ul>



## Nuestro Mundo Public Charter School Commissioner's Recommendation & Proposal Overview Commissioner's Recommendation: Preliminary Approval

### Required Actions for Final Approval

*Adherence to charter regulatory requirements is mandated per statute for final approval. In addition to regulatory requirements, the following proposed conditions are intended to address essential concerns identified by the application review committee. The applicant team must meet all regulatory requirements and Council approved conditions prior to final approval.*

Summary of Recommendations for Conditions	Summary of RIDE's Concerns with Evaluation	RIDE Required Condition for Approval
Condition A:	The applicant group does not have a facility identified or secured.	In accordance with charter school regulations 200-RICR-20-05-2, section 2.2.4(B)7, the school must have an appropriate building (permanent or temporary) for operating the school. RIDE requires that the school have a facility secured by April 15, 2021.

### Charter Regulatory Requirements for Final Charter Approval

*The charter school regulations 200-RICR-20-05-2, section 2.2.4(B), specify tasks that must be satisfactorily completed for a proposed charter to obtain final approval.*

2.2.4(B)1.	File and obtain approval of articles of incorporation by the Rhode Island Office of the Secretary of State
2.2.4(B)2.	Review and approval of the business plan, financial management procedures, and other relevant financial information by the Rhode Island Office of the Auditor General.
2.2.4(B)3.	Establish governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations.
2.2.4(B)4.	Hire a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.
2.2.4(B)5.	Updated staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.
2.2.4(B)6.	Provide evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following school year.
2.2.4(B)7.	The school must have identified an appropriate building (permanent or temporary) for operating the school.
2.2.4(B)8.	Develop a final charter.

# Request for Proposals for New Student Seats: **Evaluator's Guide**

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Office of Charter Schools

**Rhode Island Department of Education**

## 2020 Review of New Seat Proposals: New Schools

### Comment Summary Sheet

Name of Charter Proposal: Nuestro Mundo Public Charter School

Evaluator Name: Georgia Lieber

Date Completed: November 20, 2020

Summary of Comments			
Does this section meet the overall standard of quality?	NO	MOSTLY	YES
<b>1. Cover Sheet</b>			
<b>2. Executive Summary</b>			
<b>3. Mission Statement</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>4. Proposed New Students and Enrollment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>5. Goals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>6. Community Need and Support</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>7. Educational Program</b>			
a. Guiding Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Curriculum and Coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Learning Environment and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Specific Populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Assessment System	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Promotion/Graduation Policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. School Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>8. Organizational Capacity</b>			
a. Establishing Persons or Entities and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Applicant Groups			
c. Board Development and Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Staffing Plans,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Leadership, and			
f. Teachers			
g. Management Organizations/Essential Partners and	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Family-School Partnership			
<b>9. Facilities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>10. Operations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>11. Finance and Budget</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>12. Schedule and Calendar</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>13. Start-up Timeline</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>14. Variances</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>15. Charter School Program Intent to Apply</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Appendix A: Required Attachments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Submission	NO	MOSTLY	YES
<ul style="list-style-type: none"> <li>Does the proposal adhere to all formatting and submission criteria, including:               <ul style="list-style-type: none"> <li>One-inch margins?</li> <li>12-point font?</li> <li>A table of contents that references all sections of the narrative and all attachments?</li> <li>Page numbers on each page, including on attachments?</li> <li>70 pages double-spaced, excluding attachments?</li> </ul> </li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A. Is the request free of typographical and grammatical errors?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Are citations used for all references and/or excerpts? (Footnotes requested as a citation style)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Upon evaluating the quality of the submitted proposal, interview, and the performance tasks, SchoolWorks recommends that the Rhode Island Department of Education consider recommending for approval the proposal submitted by Nuestro Mundo Public Charter School.

SchoolWorks acknowledges that the Commissioner's final recommendation to the Council on Elementary and Secondary Education will consist of a review of SchoolWorks' ratings, feedback, and recommendation regarding the quality of the proposal, a review of public comment, and a review of a local impact analysis.

Essential Strengths of the proposal:

- The proposal clearly explains that the mission of the school is to prepare students to be global citizens and stewards of the environment. With a focus on multiculturalism and empathy, the mission of the proposed school meets a current need in Providence for schools that serve multilingual learners.
- The educational program described in the proposal directly aligns with the proposed school's mission and guiding principles, including a focus on bilingualism and biliteracy, environmental education, flexible classrooms, and the use of outdoors to foster curiosity. Further, the educational program will include personalized and project-based learning to help engage students in their own learning.
- The application includes a detailed description of the proposed school's educational programming, including alignment to national and State standards, and the use of project-based and student-led learning around local and global environmental issues. In the application and during the interview, the applicant group described how curricula and instruction will be evaluated to determine their effectiveness. The proposal explains that the school will adopt models to support specific populations (e.g., SIOP model) or to guide their behavior system (e.g., PBIS). During the interview, the applicant group provided extensive descriptions of the research and evidence of effective models to justify the founding group's decision.
- The application reflects strong community support and plans to work deliberately with community partners, including Providence College and local organizations that will enable the school to meet its mission.
- The application emphasizes the proposed school's commitment to personalized learning focused on the whole child, and states that behavior consequences will consider the age and severity of the offense. During the interview, the applicant group described the school's overall response to behavior management, citing different systems such as the Multi-Tiered System of Supports (MTSS) and Positive Behavior and Intervention System (PBIS).
- The applicant group has provided a multi-year financial plan that is practical and realistic. The application budget does not appear to underfund any areas that would preclude the applicant group from successfully implementing the operational plan presented. Based on the plan presented, the school would not be in

jeopardy of becoming insolvent or suffer from liquidity issues. The financial plan currently shows the school ending Year 2 (\$242K) through Year 5 (\$300K) with six-figure net incomes. Those surpluses on a year-to-year basis would allow the school to build a healthy reserve and remain solvent year to year.

Essential Concerns with the proposal:

- Although the application discusses how the educational model will be inclusive, it does not provide sufficient information regarding how the proposed school will comply with all applicable laws and regulations as they relate to multi-lingual learners or students with disabilities. Additionally, the application does not sufficiently explain how the proposed school will provide interventions for struggling students or enrichment opportunities for those identified as gifted or advanced.

By signing this Comment Cover Sheet, I hereby declare that I have reviewed and commented on the aforementioned request for charter school expansion, and that I have no known conflicts of interest with the individuals submitting the request.

Paige Gonzalez

Signature

11/20/2020

Date





**Nuestro Mundo Public Charter School  
Providence, RI**

**Response to the Commissioner's Final Recommendation:**

The Nuestro Mundo Public Charter School is honored and enthusiastic to prepare the next generation to be global citizens and stewards of our environment. At scale, our school community will serve over 400 Providence children, particularly those who are multilingual learners and those from economically disadvantaged families. The school will feature a two-way, dual language immersion (DLI) program, with 50% of content being taught in Spanish and 50% being taught in English. The curriculum will emphasize interactive, hands-on, project-based learning that nurtures students' engagement and motivation for life-long learning. The unifying theme of all curriculum will be sustainability, using a deep understanding of [UNESCO's Sustainable Development Goals \(SDGs\)](#), sometimes referred to as "the Global Goals," as a guidepost for all interdisciplinary connections. As proficiency in both Spanish and English will be one of the instructional emphases, it will be a goal that each student will progress toward the established criteria of the *Seal of Biliteracy*.

At the heart of the Nuestro Mundo approach will be the extensive [body of research from the Center for Applied Linguistics](#) that indicates that two-way immersion programs promote bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence in all students. Students will maintain their native language while adding another language, as they develop pride in their own culture while developing an understanding of others. We applaud that in its [Blueprint for Multilingual Learner Success](#), RIDE recommends DLI as an effective program for multilingual learners.

The Nuestro Mundo school design will also be based on the following guiding principles, ones that have been informed by current research (RAND Corporation, 2017; Richardson & Dixon, 2017; Dintersmith, 2018) and best practices. They are:

- *Deep, Personalized Learning:* All school structures and professional practices will be adaptable, responsive, and challenging for every child. Students will receive what they need, when they need it, in ways that are personally tailored. Student agency- where every child takes ownership for the pace and pathway of their learning- will be celebrated.
- *Seamless Integration of Disciplines:* Authentic content is not understood in discreet silos, thus a project-based curriculum focused on real-world problems must be delivered. All students will understand the connections between subjects and diverse ideas, enabling the ability to transfer skills and adapt.
- *Focus on the Whole Child:* Each student will be known well by adults in the community. With respectful peer relationships as the norm, students will have developmentally appropriate opportunities to learn and practice core social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and

responsible decision making. This will be enhanced by the implementation of school-wide Positive Behavioral Interventions & Supports (PBIS) system.

- *Collaboration of All Stakeholders:* All families and community members will be vital partners in the education and well-being of all students. Partnerships that promote community-based learning opportunities and expertise from the outside will be created and fostered. Equally important will be flexible scheduling which permits teachers to design and implement high-quality instruction using a team approach.
- *Form Follows Function:* The physical space will reflect the school's educational philosophy. All learning space will be aligned with the school's essential goals of collaboration, connection, and integration. The learning process will not be bound by the school's four walls or the confines of a traditional school day. Students will regularly be exploring environmental sustainability through work outdoors and within the community. Technology will also be used to enhance new models of teaching and learning.

These guiding principles will also serve as the foundation of Nuestro Mundo organizational goal setting, which will be conducted with the active participation of all stakeholders and led by the school administration and the Nuestro Mundo Board of Directors, with the outside support and expertise of the Multistate Association of Bilingual Education, Northeast (MABE).

We also look forward to a strong, mutually beneficial partnership with our establishing entity, Providence College. We envision that students in both the School of Professional Studies Teacher Preparation Program and the Global Studies Program will have valuable field experiences in Nuestro Mundo classrooms. Nuestro Mundo will also partner with PC to create a teacher pipeline while also partnering with area public schools to provide regular and ongoing professional learning opportunities in best dual language practices. The Nuestro Mundo professional culture will be one of strong support for all educators.

Nuestro Mundo will support students and families by prioritizing social-emotional health and sociocultural competence. In combination with the [\*RI Dual Language Program Standards\*](#), the [\*Teaching Tolerance Social Justice Standards\*](#) and the [\*CASEL Social-Emotional Framework\*](#) will be at the heart of all curriculum planning and will be the 'Why' for all we do in our learning community. By honoring each child's identity, we will create global citizens with confidence in who they are and how to appreciate differences in others. High student retention rates will be among the key metrics of our institutional success.

The benefit of Nuestro Mundo will not end within the school walls, but will extend to the community. By working with local environmental organizations such as the Audubon Society and the Woonasquatucket River Watershed Council of RI Nuestro Mundo students will confront and solve real world challenges, starting first and foremost in their immediate community of Providence and across the Ocean State. Through this project-based approach, we will fulfill our mission: our students understanding the responsibilities of global citizenship and being stewards of our environment. They will acquire the knowledge and skills to realize empathy while connecting their learning to our community and ultimately, to impact the larger global community.



# **Nuestro Mundo** **Local Impact Analysis for New Charter Request** **Local Community: Providence**

## **Proposal Overview**

Proposed Charter Overview			
Charter Type:	Independent	Year Opening:	2021-22
Location of School:	Providence	Grade Level (At-Scale):	K-8
Enrolling Communities:	Providence	Enrollment (At-Scale):	414

Summary of Proposal
<ul style="list-style-type: none"> <li>Providence College is serving as the school's establishing entity</li> <li>Proposes a dual-language immersion program with 50% of content taught in Spanish and 50% taught in English</li> <li>Proposes to open with three grades in Year 1 and will then add one grade per year until at scale</li> <li>Nuestro Mundo will focus on global citizenship and stewardship of the environment, with a curricular focus on sustainability</li> <li>Proposes a weighted lottery to ensure a relative 50/50 split of multilingual learners and native English speakers</li> <li>Submitted an application to RIDE in 2019 but withdrew from the process.</li> </ul>

Proposed Enrollment			
Charter Year	School Year	Grades	Total Student Enrollment
Year 1	2021-22	K-1, 6	138
Year 2	2022-23	K-2, 6-7	230
Year 3	2023-24	K-3, 6-8	322
Year 4	2024-25	K-4, 6-8	368
Year 5 (at-scale)	2025-26	K-8	414

## **Enrollment Assumptions & Comparison<sup>i</sup>**

Demographics of Enrolling Communities		
Demographics (%)	Providence	State Avg.
Economically Disadvantaged	84.5%	47.7%
Multi-Lingual Learners	33.1%	10.7%
Differently-abled students	14.7%	15.7%
Minority students	91.8%	44.8%



## Nuestro Mundo Local Impact Analysis for New Charter Request Local Community: Providence

How does the charter's projected enrollment fit within the overall portfolio of Providence students?	
Enrollment Category	Student Enrollment
Total # of students enrolled in Providence Public School District (PPSD)	23,836
Nuestro Mundo's at-scale enrollment as a % of PPSD's enrollment	1.7%
Total # of students residing in Providence <sup>ii</sup>	29,650
Nuestro Mundo's at-scale enrollment as a % of total # of students residing in Providence	1.4%

### Educational & Programmatic Impact Analysis<sup>iii</sup>

#### 2019 RICAS Grades Performance Comparison

RICAS Results	English Language Arts (% Meets & Exceeds)			Mathematics (% Meets & Exceeds)		
	Proposed Charter	Providence	State	Proposed Charter	Providence	State
Grade 3	-	26.4	47.9	-	17.0	36.1
Grade 4	-	15.2	37.2	-	14.1	32.6
Grade 5	-	19.9	39.1	-	12.9	30.1
Grade 6	-	18.0	39.1	-	12.2	27.9
Grade 7	-	8.6	31.5	-	8.0	27.6
Grade 8	-	14.9	36.3	-	7.0	24.5

#### 2019 RICAS Subgroup Performance Comparison

RICAS Results All Tested Grades Demographic Breakdown	English Language Arts (% Meets/Exceeds)				Mathematics (% Meets/Exceeds)			
	All	Econ Disadv.	Multi-Lingual	Differently-abled	All	Econ Disadv.	Multi-Lingual	Differently-abled
Proposed Charter	-	-	-	-	-	-	-	-
Providence	17.2	15.2	5.5	11.4	11.9	10.4	**	**
State	36.5	22.5	7.9	6.1	29.8	15.7	6.3	5.0

Student Demand Analysis for Grade K-8 Charter Seats <sup>iv</sup>	
Number of 2020-21 Charter Applications for grades K-8 from Students Residing in Providence:	9,728
Number of 2020-21 Charter seats offered for grades K-8 from Students Residing in Providence:	682
What % of 2020-21 Providence K-8 lottery applicants were offered a seat?	7%



## Nuestro Mundo

### Local Impact Analysis for New Charter Request

### Local Community: Providence

#### Fiscal Impact Analysis

*Educational funding dollars follow each child to the school of their choice. The following analysis projects the total amount of funding that would follow students to the school of their choice, commensurate with the size of the requested expansion.*

Providence Student Funding Projections	Projected Per-Pupil Funding
Local Share – Projected FY21 per-pupil funding for each Providence student <sup>v</sup>	\$4,570 per-pupil
State Share – Projected FY21 per-pupil funding for each Providence student <sup>vi</sup>	\$11,806 per-pupil
Federal Share – Projected FY21 per-pupil funding for each Providence student <sup>vii</sup>	\$2,000 per-pupil
Projected FY21 total per-pupil funding for each Providence Student (i.e. RIDE projects this amount of total local + state federal per-pupil funding for each Providence student in FY21)	\$18,376 per-pupil
Less: 7% withheld from the local share of per pupil funding for “fixed or unique” costs <sup>viii</sup>	\$320 per-pupil
Local Share – Projected FY21 per-pupil funding for each Providence student, less the 7% withheld for “fixed or unique” costs	\$4,250 per-pupil
Projected FY21 total per-pupil funding for each Providence Student (excluding funds withheld for “fixed or unique costs”)	\$18,056 per-pupil

#### Total Pupil Funding Projections, Commensurate with New School Proposal:

Fiscal Year	Proposed Charter Projected Enrollment	Projected Total Local Share Pupil Funding commensurate with the requested new charter proposal	Projected Total Local Share Pupil Funding as % of PVD FY19 Total Expenditures <sup>ix</sup>	Projected Total Pupil Funding (Local+State+ Federal) commensurate with the requested new charter proposal	Projected Total Withholding for Fixed or Unique Costs (to district)
FY 2021-22 (Opening)	138	\$586,500	0.13%	\$2,491,728	\$44,160
FY 2022-23	230	\$977,500	0.22%	\$4,152,880	\$73,600
FY 2023-24	322	\$1,368,500	0.31%	\$5,814,032	\$103,040
FY 2024-25	368	\$1,564,000	0.36%	\$6,644,608	\$117,760
FY 2025-26 (at-scale)	414	\$1,759,500	0.40%	\$7,475,184	\$132,480

**Key implication:** RIDE projects on an annual basis by FY2025-26, commensurate with the new school proposal reaching full enrollment at-scale, total funding of \$7,475,184. \$1,759,500 of this \$7,475,184 will be contributed through local share funding. This \$1,759,500 represents 0.40% of PPSPD’s total reported FY19 expenditures.



## **Nuestro Mundo**

### **Local Impact Analysis for New Charter Request**

### **Local Community: Providence**

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<sup>i</sup> Enrollment Assumptions and Comparison based off 10/1/19 reported data publicly available through RIDE's FRED database.

<sup>ii</sup> Inclusive of independent and catholic schools as available through RIDE's FRED database.

<sup>iii</sup> Academic Outcome data is based off published assessment results for 2019 available through the public Rhode Island Assessment Data Portal. \*Data is suppressed to ensure confidentiality because the minimum reporting size requirement (10 students) is not met. \*\*Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.

<sup>iv</sup> Demand analysis is based on the most recent lottery data available through the RIDE Charter School Applicant Report. Reporting sizes of less than 10 are suppressed for student privacy.

<sup>v</sup> Assumes constant Local per-pupil funding, net of a constant withholding for fixed or unique costs.

<sup>vi</sup> Assumes constant state per-pupil funding.

<sup>vii</sup> Federal funding assumed constant and based off district averages.

<sup>viii</sup> Withholding for fixed or unique costs is the greater of either: 1) 7% of the per-pupil local share funding; or, 2) the per-pupil value of the districts' fixed or unique costs district's statutorily defined expenditure categories minus the average expenses incurred by all public schools of choice for those same categories of expenses. Assumed constant in projections.

<sup>ix</sup> Total FY19 PPSD Expenditures: \$438,019,645 (all expenditures based on most recent, audited UCOA data)



# Office of the Auditor General

State of Rhode Island - General Assembly  
Dennis E. Hoyle, CPA - Auditor General

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December 2, 2020

Angélica Infante-Green, Commissioner  
Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903

Dear Commissioner Infante-Green:

I write regarding the charter school application to create the **Nuestro Mundo Public Charter School**, an independent-type charter school. Providence College is the establishing entity for this charter school proposal.

While the charter school application is being considered for preliminary approval by the Council on Elementary and Secondary Education, the Auditor General is required, under section 16-77.3-2(b) of the RI General Laws to:

- Review the financial records of the establishing entity, the financial plan for operating the charter school, and the financial integrity of the organization submitting the charter school application; and
- Provide an initial determination that the nonprofit organization is financially responsible.

Providence College is a qualifying nonprofit establishing entity as provided in section 16-77.3-1 of the RI General Laws. We have reviewed the preliminary information supplied by Providence College and the primary contacts for the Nuestro Mundo Public Charter School which included the Nuestro Mundo Public Charter School application, preliminary budgets, and the establishing entity's Federal informational return (IRS Form 990 – Return of Organization Exempt from Income Tax) for the year ended June 30, 2019. Audited financial statements were not provided. Based on the information presented, we find the non-profit establishing entity to be financially responsible; although we note that, the charter will be held in the name of the Nuestro Mundo Public Charter School.

Overall, we are supportive of the Council on Elementary and Secondary Education granting preliminary approval to the Nuestro Mundo Public Charter School. We emphasize that we have not considered or evaluated the educational plan proposed for the Nuestro Mundo Public Charter School for its soundness from an educational perspective or for compliance with various federal and state educational requirements. We believe consideration of those requirements is appropriately within the purview of the RI Department of Education and its independent consultants engaged to review the application. However, should changes be proposed to the educational plan, corresponding modifications should be incorporated into a revised 5-year budget.

Additionally, we have not considered the potential financial impact on any local education agency which may send a student to the proposed Nuestro Mundo Public Charter School.

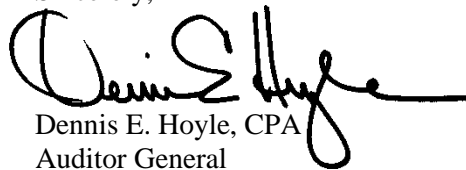
December 2, 2020

At this preliminary phase, we understand there are many variables which impact the financial plan of the proposed charter school, specifically the budget is highly contingent on securing a facility location. We highlight certain budget areas below to ensure they are addressed in subsequent updates to the five-year budget / financial plan prior to final charter approval:

- Update operating costs once a location has been formally secured reflecting rent, utilities, custodial, building maintenance, capital equipment, etc. and any required/anticipated capital improvements (operating costs are to be supported by a signed lease agreement).
- Update support for all significant budget line items and additional details for specific line-items such as pupil-use technology, hardware, and software, instructional materials supplies, fringe benefits, and food services.
- Provide a crosswalk between the staffing FTE counts, the salary assumptions in the application narrative, and the amounts included in the 5-year budget. Include details and cost assumptions for employee benefit programs and related costs included in the financial plan.
- The preliminary budget did not include budgeted contingencies. As expected for the initial year of operations, the School may likely have inherent financial challenges. A reasonable budget contingency should be included, particularly in the first year, in the revised five-year budget.
- Provide a monthly cash flow budget for the first operating year that includes school start-up expenditures and related funding and operating expenses. The cash flow budget should demonstrate the school's ability to meet payroll and other obligations as they become due based on planned cash in-flows.

Please contact us should you have any questions regarding our review.

Sincerely,



Dennis E. Hoyle, CPA  
Auditor General

c: Speaker Nicholas A. Mattiello  
Senate President Dominick J. Ruggerio  
Council on Elementary and Secondary Education  
Stephen Osborn  
Paula Barney  
Jermaine Curtis  
Heather C. Allcock, Ph.D.  
Joseph P. Maruszczak, Ed.D.  
Hugh F. Lena